



U.S. Department of Education
Race to the Top Assessment
Public Meeting on State and Local Technology Infrastructure
April 15, 2011

AGENDA

- 8:30 AM Welcome and opening remarks
- *Ann Whalen, U.S. Department of Education*
 - *John Jesse, Utah State Office of Education, representative from the Smarter Balanced Assessment Consortium (SBAC)*
 - *Steve Garton, Maine Department of Education, representative from SBAC*
 - *Scott Norton, Louisiana Department of Education, representative from the Partnership for Assessment of Readiness for College and Careers (PARCC)*
- 9:00 AM Discussion on consideration for assessing and building capacity at the school, district, and state levels for computer-administered tests
PARCC, SBAC and invited experts and discussants
- 10:15 AM Break
- 10:30 AM Morning discussion continued
- 11:45 AM Public Comments
- 12:15 PM Lunch (*on your own, see map at registration desk*)
- 1:00 PM Discussion on the consortia's technology readiness assessments
PARCC, SBAC and invited experts and discussants
- 2:30 PM Public Comments
- 3:00 PM Adjourn

The information presented during this meeting is intended as technical assistance to the Race to the Top Assessment (RTTA) Program's grantees related to their ability to understand and plan for the technology infrastructure needs of their member states and local education agencies. The information, suggestions, or opinions provided by the panelists, including any technology or assessment tools mentioned or shown at this meeting, are provided only as resources and examples. Their inclusion is not an endorsement of any product, service or tool by the U.S. Department of Education. In addition, the assessment tools and approaches discussed or shown in these presentations are not intended to mandate, direct, or prescribe the approach of an RTTA grantee, or its member states or local educational agencies.

BIOGRAPHIES

FACILITATOR

Robin Taylor is a retired State of Delaware educator. Robin began her career as a junior high school math teacher in the Cape Henlopen School District 36 years ago. She left the classroom to assume responsibilities for the statewide student testing program at the Delaware Department of Education (DOE) and educator evaluation. After 9 years at the DOE, she went back to a local school district to gain experience in school and district level administration. Robin left the Woodbridge School District to return to the DOE to work with data collection and reporting for school, district and state report cards as well as federal reporting, and became the director of technology. Over the twenty-one years that she spent at the DOE, Robin's responsibilities included the student assessment program, school and district accountability, statewide educator evaluation and professional development systems, educator licensure and certification, data collection and reporting, information technology systems, and pupil accounting initiatives for all districts and charter schools in the state. Most recently, Robin was the Associate Secretary for Assessment and Accountability, retiring January 1, 2009. She has published several articles on data quality and assurances and growth models for accountability. Robin currently is a consultant working with agencies to implement school and district accountability requirements under the federal *No Child Left Behind Act of 2001*, and providing technical assistance and support to states on data systems for the federal Statewide Longitudinal Data Systems grant program. She has a B.S. in Mathematics from North Carolina Wesleyan College, a M.Ed. from Salisbury University, and an Ed.D. from Wilmington University.

INVITED EXPERTS AND TABLE DISCUSSANTS

Randy Elliot Bennett is the Norman O. Frederiksen Chair in Assessment Innovation in the Research & Development Division at Educational Testing Service in Princeton, New Jersey. Since the 1980s, he has conducted research on integrating advances in cognitive science, technology, and measurement to create new approaches to assessment. Bennett's work has included research on presenting and scoring open-ended test items on the computer, on multimedia and simulation in testing, and on generating test items automatically. For this work, he was given the ETS Senior Scientist Award in 1996 and the ETS Career Achievement Award in 2005. From 1999 through 2005, Bennett directed the NAEP Technology Based Assessment project, which explored the use of computerized testing in NAEP. Since 2007, he has directed CBAL (Cognitively Based Assessment of, for, and as Learning), an integrated research initiative which is attempting to create a model for a balanced system of K-12 assessment that provides accountability information and supports classroom learning.

Rebecca Kopriva is a senior scientist at University of Wisconsin, Wisconsin Center for Educational Research. Author of numerous books, chapters and articles, including the 2008 book from Routledge Publishers, *Improving Testing for ELLs*, Dr. Kopriva investigates how to make formative and summative assessments, and professional development for ongoing classroom evaluation accessible for all students, including struggling readers and English learners (ELs). Most recently her team has developed and researched a successful approach to using innovative computer-interactive techniques in assessing challenging math, science, and English language arts, that allow students to directly demonstrate what they know using simulations, dynamic interactions, and novel response environments rather than relying on text-heavy tasks. She has also pioneered an individualized system for accommodating ELs with different challenges and strengths into both large-scale and classroom academic assessments.

Neal Kingston, Ph.D., is Director of the Dynamic Learning Maps Alternate Assessment, a federally-funded General Supervisory Education Grant (GSEG) project for students with significant cognitive disabilities. He started his career as a classroom teacher, worked summers with students with significant cognitive disabilities, and subsequently worked in large-scale assessment for 32 years. He has worked as a psychometrician, test developer, and systems developer. He has managed all aspects of the educational testing process for both general and alternate assessments including as an Executive Director at Educational Testing Service, Associate Commissioner for Curriculum and Assessment at the Kentucky Department of Education, Senior Vice President at Measured Progress, Vice President and General Manager at CTB/McGraw-Hill, and Director

of the Center for Educational Testing and Evaluation (CETE) at the University of Kansas. Dr. Kingston has published and presented more than 100 articles, papers, and book chapters on assessment.

Douglas Levin is the Executive Director of the State Educational Technology Directors Association (SETDA), the national member association that represents the interests of the technology leadership of state and territorial education agencies in all 50 states, the District of Columbia and the Bureau of Indian Affairs. Mr. Levin brings to this role over 20 years of Washington, DC-based education policy and research experience having formerly served in leadership roles with the American Institutes for Research, the National Association of State Boards of Education, and Cable in the Classroom, the cable industry's national education foundation. He was integral in developing the nation's first three national education technology plans and in conducting numerous research studies and evaluations of major federal educational technology programs and initiatives. Recently appointed to the Virginia Open Education Curriculum Board by Virginia Governor McDonnell, he is an alumnus of the Institute for Educational Leadership's policy fellowship program, holds a Master of Arts degree in Sociology from George Washington University and a Bachelor of Arts degree in English from the College of William and Mary.

Shelley Loving-Ryder is currently serving as the Assistant Superintendent for Student Assessment and School Improvement. She has worked in various capacities within the assessment unit at the Virginia Department of Education (VDOE) since 1981. During her tenure at VDOE, she has worked and provided leadership in all areas of test development, test administration, performance scoring, and contract management as the state moved from administering a comprehensive exit exam to the implementation of end-of-course assessments tied to student graduation. Named assistant superintendent in 2001, Shelley led the assessment program throughout the implementation of online testing to where, in 2010, more than 75% of all SOL tests and 99% of the state's end-of-course SOL tests were administered online. In 2007, Shelley was given the additional responsibility of overseeing the state's office of school improvement. She currently oversees a staff of 30 and the various activities in the offices of test administration, scoring, and reporting; test development; and school improvement at the VDOE.

Rachel Quenemoen from the National Center on Educational Outcomes (NCEO) is the Project Director for the National Center and State Collaborative (NCSC), federally-funded General Supervisory Education Grant (GSEG) project, which includes 19 states and 5 partner organizations. NCSC is developing a system of assessments supported by curriculum, instruction, and professional development to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia. Ms. Quenemoen is an educational sociologist who has worked for decades at the local, state, and national levels on educational change processes and reform efforts related to standards-based reform and students with disabilities, building consensus and capacity among practitioners and policymakers.

Richard F. Rozzelle is the President and Chief Information Officer for the Center for Educational Leadership and Technology (CELT). Founded in 1991, CELT is a nationally recognized Information Technology Architect and Business/Learning Systems Integrator for K-12 education. CELT provides strategic/professional services and solutions to help learning organizations address their core mission — improving student achievement. Rick joined CELT in May of 2006. Previously, he was the owner/president of Tech-Knowledge Consulting, where he engaged in management and technology consulting for public school districts and state agencies across the nation. As a management consultant, he served for three years as the Chief Information Officer (CIO) for Charlotte-Mecklenburg Schools, an urban system with over 110,000 students. Rick has served, under contract through CELT, as the interim CIO for two state education agencies: the Tennessee Department of Education and the Hawaii Department of Education. Rick has also assisted over twenty five (25) state and local education authorities with their Balanced Scorecard and project management processes, and he assisted the University of Virginia's Partnership for Leaders in Education, a program offered by the university's Darden School of Business and Curry School of Education, in providing executive leadership training to state and district administrators. In April 2001, Rick co-founded the North Carolina Data Warehouse Consortium, a non-profit organization established to develop and distribute to member school districts a data warehouse model for

student information. This Consortium's latest project was to establish a collaborative of districts to develop and share formative assessment items.

Michael Russell, Ph.D., is Vice President of Innovation for Measured Progress, where he directs the Nimble Innovation Lab. Michael is also an Associate Professor in the Department of Educational Research, Measurement and Evaluation at Boston College. Michael's research focuses on the intersection of educational technology and assessment. His early work examined the use and effects of computer-based technologies in K-12 schools. His more recent work has sought to advance the technology of testing through the integration of computer-based technologies. This work includes the development of Universally Designed test delivery interfaces and systems and the development of new item types and methods for producing open-ended responses. Most recently, Michael played a lead role in developing the Accessible Portable Item Profile (APIP) Standards.

Sarah Susbury is the Director of Test Administration, Scoring, and Reporting in the Division of Student Assessment and School Improvement at the Virginia Department of Education where she has served in various roles since 1999. Prior to her current position, where her office manages the administration, scoring, and reporting of Virginia's statewide assessment programs, she worked as an instructional technology specialist in a regional Governor's Best Practice Center. In 2000, Sarah assumed the role of Manager of Technology Services in the Department's Division of Technology and became the project manager for Virginia's statewide implementation of online testing. As Virginia's transition to online testing progressed, she moved to the Office of Test Administration, Scoring, and Reporting where she continues to provide leadership in the areas of technology, student data, and test administration. Prior to her work at the Department of Education, Sarah worked in the Chesterfield County Public Schools in Virginia as a physics teacher and a school-level and district-level network specialist.

Walter (Denny) Way is Senior Vice President of the Psychometric and Research Services group at Pearson. Dr. Way has over 20 years of assessment experience in a variety of settings. He is a nationally known expert on computer-based testing and has worked on testing programs in higher education, licensure and certification, and K-12 assessment. Dr. Way received his Ph.D. in Educational Measurement and Statistics from the University of Iowa. Prior to working at Pearson, he spent 16 years with Educational Testing Service in Princeton, New Jersey.

Mary Wills is the Supervisor of Testing and Assessment for Fauquier County Public Schools. She is the local education agency's appointed Division Director of Testing and has division-wide responsibility for maintaining the security of test materials, implementation of State Standard of Learning test procedures, and providing appropriate training for School Test Coordinators and school administrators. She also serves as the Administrator for Fauquier Elementary School Counselors. Before moving to Fauquier she worked in Prince William County as classroom teacher, a gifted education center leader, a division wide staff developer, and as an Adult Technology Portfolio Instructor. She has worked closely with the Virginia Department of Education and the state's assessment contractor to help make the online state assessment experience practical and user friendly for adults and students.